



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

11620 N Copper Spring Trail, Tucson, AZ 85737

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Diana Walker
Schedule : 07:15 AM to 03:30 PM
Grades : K-5
Web Address : www.amphi.com
Phone Number : (520) 696-6800
Fax Number : (520) 696-6806
E-mail : dwalker@amphi.com

Mission

The Copper Creek mission is to provide a quality learning environment that develops socially responsible individuals who possess the self-worth, motivation, and skills to become contributing members of our society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Quality Curriculum and Instruction: Curriculum is aligned to the Arizona State Standards to ensure that students will continue to achieve and attain literacy in Reading, Writing, and Math.
- ü Quality Environment (pride and school climate): Programs will be implemented throughout the school that will help students build lifelong learning, social, and interpersonal skills.
- ü Quality Interaction (communications): Quality programs and activities will be developed or enhanced to continue to increase parent and community involvement throughout the school.

Enrollment

October 1, 2005 School Year Student Enrollment : 810
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 78

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü ESL
- ü Technology Classes
- ü Fine Arts Classes
- ü Physical Education Classes
- ü Technology Classes

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our commitment to parents is outlined in the school's Mission Statement and Beliefs. We are committed to effective communication, developing student responsibility, challenging students, and fostering a caring and supportive attitude toward students.

Parents

It is a partnership. Parents are expected to take an active role in conferences, volunteering, attendance at special functions and in the day-to-day support of their child's academic program.

Transportation Policy

The transportation effort of the district is established by the Governing Board. Primary grade students will be bused if they live more than 1/2 mile from school. Your child's safety is priority and rules are outlined in the Student/Parent Handbook.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Celebrating Arizona/4th Grade Writing and Art	2005
ü Arizona Young Readers Award	2005
ü Published in A Celebration of Young Poets	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	1211	80010	100	99	99	471	456	447	1	8	10	6	15	18	72	55	53	22	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	581	38935	100	100	99	467	453	447	NA	7	9	11	18	19	68	55	55	21	20	17
Male	70	628	40974	100	98	98	475	460	448	1	8	11	NA	13	18	76	54	52	23	26	19
African American	NC	63	4201	NC	98	99	NC	432	430	NC	22	17	NC	16	23	NC	51	51	NC	11	9
Hispanic	19	450	34545	100	99	99	447	434	432	5	13	14	16	25	24	63	53	53	16	10	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	477	474	NC	4	4	NC	2	10	NC	60	50	NC	35	36
American Indian/Alaskan Native	NC	35	3979	NC	100	96	NC	441	424	NC	11	17	NC	14	30	NC	66	47	NC	9	6
White	111	609	35142	100	99	99	476	474	465	NA	2	5	5	9	11	70	55	56	25	33	28
Students with Disabilities	16	203	10161	100	98	93	469	431	419	NA	18	28	19	27	28	56	44	36	25	11	8
Students without Disabilities	129	1008	69849	100	99	100	471	461	451	1	6	7	4	13	17	74	57	56	22	25	19
Limited English Proficient Students	NC	117	14013	NC	97	97	NC	404	413	NC	32	24	NC	35	34	NC	32	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	18	574	39029	90	96	98	448	434	432	NA	13	14	11	23	25	83	56	52	6	8	9
Non-Economically Disadvantaged	127	637	40981	100	100	100	474	477	462	1	3	6	5	8	13	70	53	54	24	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	1213	79438	99	99	98	487	458	451	NA	8	9	6	20	24	74	57	56	21	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	583	38775	100	100	99	485	461	457	NA	7	7	8	20	22	71	58	58	21	15	13
Male	69	628	40560	99	98	97	489	456	446	NA	9	12	3	20	25	77	57	54	20	14	9
African American	NC	64	4178	NC	100	98	NC	435	439	NC	20	13	NC	20	29	NC	55	52	NC	5	6
Hispanic	18	451	34297	95	99	98	464	435	434	NA	13	14	17	33	31	78	49	50	6	5	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	477	475	NC	4	3	NC	8	15	NC	65	63	NC	23	20
American Indian/Alaskan Native	NC	35	3940	NC	100	95	NC	434	429	NC	11	14	NC	46	36	NC	40	47	NC	3	3
White	111	609	34887	100	99	98	491	478	471	NA	3	4	5	11	15	71	64	63	24	22	18
Students with Disabilities	16	202	9588	100	98	88	481	428	416	NA	22	30	13	28	32	63	44	34	25	7	5
Students without Disabilities	128	1011	69850	99	100	100	488	464	456	NA	5	7	5	19	23	75	60	59	20	16	12
Limited English Proficient Students	NC	118	13856	NC	98	96	NC	393	407	NC	43	27	NC	33	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	18	575	38685	90	96	97	458	434	435	NA	13	14	17	33	32	78	50	50	6	4	5
Non-Economically Disadvantaged	126	638	40753	100	100	99	491	480	467	NA	4	5	4	9	16	73	64	62	23	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	1212	79971	100	99	99	465	434	423	3	7	8	21	35	41	60	50	49	16	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	581	38974	100	100	99	476	447	437	3	5	5	13	27	33	65	58	57	19	10	4
Male	70	629	40895	100	99	98	454	422	410	4	9	10	29	42	47	54	43	41	13	6	2
African American	NC	64	4203	NC	100	99	NC	395	411	NC	22	11	NC	38	45	NC	34	43	NC	6	2
Hispanic	19	449	34481	100	99	99	462	419	410	5	10	10	21	42	46	63	44	43	11	4	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	458	449	NC	4	4	NC	21	28	NC	60	60	NC	15	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	410	409	NC	9	10	NC	49	47	NC	40	42	NC	3	1
White	111	610	35150	100	99	99	465	448	437	3	4	5	22	30	35	59	56	56	16	10	5
Students with Disabilities	16	202	10258	100	98	94	442	394	377	6	17	23	19	44	51	75	38	25	NA	1	1
Students without Disabilities	129	1010	69713	100	100	100	468	441	429	3	5	5	21	33	39	58	53	52	18	9	3
Limited English Proficient Students	NC	115	13985	NC	95	97	NC	368	382	NC	30	18	NC	42	54	NC	28	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	18	575	38994	90	96	98	434	413	409	6	10	10	39	45	47	56	42	41	NA	3	1
Non-Economically Disadvantaged	127	637	40977	100	100	100	470	452	437	3	4	5	18	25	34	61	58	56	18	12	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	1230	80147	97	97	99	517	492	482	1	7	11	7	15	17	46	47	49	46	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	595	39281	97	98	99	516	492	483	1	6	9	6	15	17	44	48	50	48	31	24
Male	65	634	40780	97	96	98	518	492	482	2	8	12	8	15	17	48	47	48	43	30	24
African American	NC	54	4249	NC	96	99	NC	478	464	NC	11	17	NC	13	22	NC	56	48	NC	20	13
Hispanic	18	451	33494	100	97	99	499	473	466	NA	10	15	17	23	23	39	50	49	44	17	14
Asian/Pacific Islander	10	41	2103	100	100	99	NA	526	515	NA	NA	4	NA	5	8	NA	37	44	NA	59	45
American Indian/Alaskan Native	--	25	4117	--	100	96	--	465	456	--	8	19	--	32	27	--	56	46	--	4	8
White	110	658	36122	96	97	99	520	505	501	2	5	5	5	10	10	49	46	50	45	39	35
Students with Disabilities	12	190	10295	80	88	92	480	459	443	NA	24	33	25	26	26	58	36	33	17	14	8
Students without Disabilities	130	1040	69852	99	99	100	520	498	488	2	4	7	5	13	16	45	50	51	48	33	26
Limited English Proficient Students	NC	150	12722	NC	96	97	NC	442	441	NC	21	27	NC	37	33	NC	39	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	16	568	38371	94	96	97	498	469	465	NA	12	15	6	23	23	63	51	49	31	14	13
Non-Economically Disadvantaged	126	662	41776	98	99	100	519	512	498	2	3	6	7	9	11	44	45	49	48	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	1231	79686	98	97	98	507	477	470	2	9	11	6	21	24	66	58	57	26	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	594	39163	97	98	99	511	482	475	1	8	9	5	19	22	66	61	60	27	13	10
Male	66	636	40438	99	97	97	502	473	465	3	10	13	8	24	25	65	56	54	24	10	7
African American	NC	54	4228	NC	96	98	NC	463	458	NC	19	15	NC	17	28	NC	61	53	NC	4	4
Hispanic	18	450	33299	100	97	98	502	457	452	NA	13	17	6	34	32	78	50	47	17	4	3
Asian/Pacific Islander	10	41	2097	100	100	99	NA	489	490	NA	5	5	NA	10	13	NA	78	68	NA	7	14
American Indian/Alaskan Native	--	25	4087	--	100	96	--	461	446	--	8	16	--	36	38	--	52	44	--	4	2
White	111	660	35914	97	98	98	509	492	489	3	5	5	5	14	15	63	63	67	30	18	14
Students with Disabilities	12	190	9808	80	88	87	450	440	432	17	31	35	17	27	32	67	37	30	NA	5	3
Students without Disabilities	131	1041	69878	100	100	100	511	484	475	1	5	8	5	20	23	66	62	61	28	12	9
Limited English Proficient Students	NC	149	12594	NC	95	96	NC	419	422	NC	34	34	NC	50	45	NC	15	21	NC	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	16	567	38095	94	96	97	481	453	452	13	16	17	NA	33	32	75	49	48	13	3	3
Non-Economically Disadvantaged	127	664	41591	98	99	99	510	498	486	1	3	6	7	11	16	65	67	65	28	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	1231	80372	99	97	99	502	480	475	1	4	4	17	29	30	75	64	64	7	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	595	39452	100	98	99	508	491	488	3	4	3	11	22	22	73	70	72	13	5	3
Male	66	635	40836	99	97	98	495	470	464	NA	4	6	23	35	37	77	58	56	NA	3	1
African American	NC	54	4264	NC	96	99	NC	465	465	NC	6	5	NC	31	35	NC	61	59	NC	2	1
Hispanic	18	450	33608	100	97	99	492	463	462	6	6	6	17	39	36	67	52	57	11	3	1
Asian/Pacific Islander	10	41	2098	100	100	99	NA	504	500	NA	2	2	NA	12	16	NA	78	75	NA	7	7
American Indian/Alaskan Native	--	25	4128	--	100	97	--	460	464	--	8	4	--	40	39	--	44	56	--	8	1
White	113	660	36213	99	98	99	504	492	489	1	3	2	16	22	22	77	72	72	6	4	3
Students with Disabilities	15	192	10526	100	88	94	443	441	427	7	11	15	47	46	53	47	41	31	NA	2	1
Students without Disabilities	130	1039	69846	99	99	100	509	486	482	1	3	3	13	25	26	78	68	69	8	4	2
Limited English Proficient Students	NC	148	12747	NC	94	97	NC	419	432	NC	14	12	NC	58	52	NC	28	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	17	569	38521	100	96	98	490	457	461	NA	6	6	24	41	38	76	51	55	NA	1	1
Non-Economically Disadvantaged	128	662	41851	99	99	100	504	499	489	2	2	3	16	18	22	75	75	72	8	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	1240	79306	98	98	99	549	518	504	1	8	13	10	17	20	46	48	49	43	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	640	38845	96	98	99	547	519	505	NA	7	11	9	16	20	48	49	50	43	28	18
Male	82	598	40383	98	97	98	550	516	504	1	10	14	11	18	19	45	46	47	43	26	19
African American	NC	50	4171	NC	96	98	NC	480	485	NC	20	20	NC	32	26	NC	38	44	NC	10	10
Hispanic	18	440	32673	100	97	99	533	497	487	NA	14	18	22	25	25	39	47	46	39	15	10
Asian/Pacific Islander	NC	42	2147	NC	95	99	NC	543	539	NC	2	5	NC	10	10	NC	45	46	NC	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	121	682	36234	96	98	99	554	533	523	1	4	6	7	11	13	48	49	52	45	35	28
Students with Disabilities	22	157	10286	85	87	91	509	470	462	NA	28	41	45	40	27	41	27	27	14	4	5
Students without Disabilities	136	1083	69020	100	100	100	555	524	510	1	5	9	4	14	18	47	51	52	48	30	21
Limited English Proficient Students	--	79	10291	--	95	96	--	450	458	--	38	38	--	38	34	--	24	26	--	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	498	37437	93	95	97	518	489	486	NA	14	19	23	30	26	54	45	46	23	11	9
Non-Economically Disadvantaged	145	742	41869	98	99	100	552	537	521	1	4	7	9	9	14	46	49	51	45	38	27

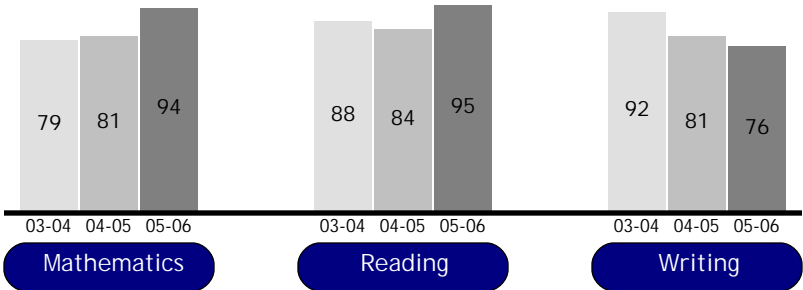
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	1242	79000	99	98	98	516	498	489	2	6	10	9	20	24	69	62	58	20	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	643	38774	97	98	99	518	503	494	NA	4	7	11	17	22	70	66	61	20	13	10
Male	83	597	40150	99	97	98	515	493	485	4	8	12	7	23	25	69	59	55	20	10	8
African American	NC	50	4153	NC	96	98	NC	465	476	NC	16	13	NC	36	30	NC	48	53	NC	NA	4
Hispanic	18	438	32508	100	97	98	512	478	472	NA	11	15	11	29	33	78	56	49	11	4	3
Asian/Pacific Islander	NC	42	2142	NC	95	99	NC	510	510	NC	5	4	NC	10	14	NC	69	67	NC	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	123	686	36135	98	98	98	521	513	508	2	2	4	6	13	14	69	67	67	24	17	15
Students with Disabilities	24	160	9991	92	88	88	477	459	449	13	19	33	33	44	36	38	32	29	17	6	2
Students without Disabilities	136	1082	69009	100	99	100	523	504	495	NA	4	6	4	16	22	75	67	62	21	13	10
Limited English Proficient Students	--	77	10199	--	93	95	--	431	439	--	40	35	--	52	47	--	8	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	497	37234	93	95	97	495	474	472	8	12	15	8	32	33	85	53	50	NA	3	3
Non-Economically Disadvantaged	147	745	41766	99	100	99	518	515	505	1	2	5	9	12	16	68	69	65	22	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	1238	79611	99	98	99	538	515	496	1	4	7	19	29	37	76	64	56	4	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	644	39016	99	98	99	553	532	511	3	2	4	8	21	29	84	74	66	5	3	1
Male	83	592	40519	99	96	98	524	496	482	NA	7	10	30	39	44	67	54	46	2	1	0
African American	NC	50	4188	NC	96	98	NC	479	486	NC	14	9	NC	30	40	NC	56	50	NC	NA	0
Hispanic	18	438	32855	100	97	99	535	497	481	NA	7	10	28	39	43	67	53	47	6	1	0
Asian/Pacific Islander	NC	42	2149	NC	95	100	NC	541	519	NC	NA	4	NC	24	24	NC	67	70	NC	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	124	682	36380	98	98	99	539	528	511	2	3	4	18	23	30	77	71	65	3	3	1
Students with Disabilities	25	155	10664	96	86	94	485	453	440	4	17	23	56	55	54	36	27	22	4	1	1
Students without Disabilities	136	1083	68947	100	100	100	547	523	504	1	3	4	13	26	34	83	69	61	4	2	1
Limited English Proficient Students	--	77	10362	--	93	97	--	427	438	--	26	22	--	56	57	--	18	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	498	37626	93	95	98	526	487	479	NA	7	10	31	45	45	62	47	45	8	1	0
Non-Economically Disadvantaged	148	740	41985	100	99	100	539	534	511	1	2	4	18	19	30	77	76	65	3	3	1

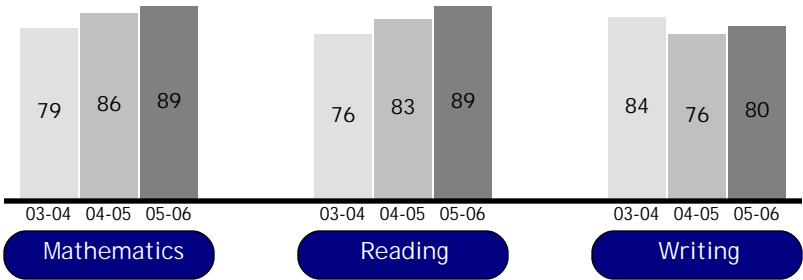
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	80	NA	58	100	72	54	47	98	75	56	46
	Language	100	77	59	50	100	74	55	47	98	79	54	48
	Mathematics	100	81	72	64	100	69	58	50	98	75	58	52
3	Reading	99	76	NA	55	99	61	49	44	100	73	54	46
	Language	99	79	68	61	99	61	48	44	100	70	52	46
	Mathematics	100	80	71	61	99	61	57	51	100	79	63	52
4	Reading	95	74	NA	56	99	62	54	48	98	75	58	52
	Language	99	66	59	52	99	61	54	49	99	73	58	52
	Mathematics	98	79	72	61	99	68	59	53	97	76	65	58
5	Reading	99	77	NA	55	97	63	55	50	98	75	63	56
	Language	99	67	60	49	97	63	55	50	99	75	61	54
	Mathematics	99	88	78	63	97	62	56	49	97	75	61	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Copper Creek Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Develop and Monitor School Plan
- Ü Emerging Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	45.00
Other Professional Staff	12.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	4	0	0
4 to 6 years	4	1	0	0
7 to 9 years	4	3	0	0
10 or more years	17	9	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Classroom Computers Networked
- Ü Two Computer Labs
- Ü Science Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Odyssey of the Mind
- Ü Choir
- Ü Band and Orchestra
- Ü Intramural Sports
- Ü Homework Club
- Ü Accelerated Reader Club
- Ü Community Sponsored Activities

Social Services

- Ü Day Care
- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 98% of the students participated in the schoolwide Accelerated Reader Incentive Program. Students were rewarded throughout the year as they reached the various levels. An ice cream sundae party was given to all students for their participation.
- ü 96% of the students received quarterly recognition for Honor Roll, Principal's Honor Roll, Perfect Attendance, and/or Academic Achievement Award for improvement in overall grade point average.
- ü Project Wisdom encourages students to reflect upon the meaning of civic and personal values and the application of those values in their daily lives. Messages are read over the PA each morning. The Choice is Yours!
- ü Students have embraced the 'COOL TO BE KIND' slogan for stopping bullying at our school. Students developed a pledge, receive bracelets, and fill our hearts of kindness.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are a closed campus and all visitors and staff wear ID badges. All students sign and agree to the Student Standard of Excellence focusing on behavior and student responsibility. The Second Step Anti-violence Prevention Program curriculum is used in classrooms. Anti-bullying campaign is implemented, 'Cool to be Kind'.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Diana Walker	(520) 696-6800
Transportation Policy	Marc Lappitt	(520) 696-3783
Community Resources	Lisa Skillman	(520) 696-6809
School Nutrition Programs	Karen Martin	(928) 696-5134
Parent Organization	Chris Kiel	(520) 696-6800
Student Health/Nurse	Cindy Kirin	(520) 696-6804

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.